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ABSTRACT

This paper describes a 5-year inservice teacher professional development project to improve teachers' abilities to work in diverse settings, Linking All Types of Teachers with Intercultural Education (LATTICE). LATTICE involved K-12 public school teachers in Michigan and international graduate students and internationally oriented faculty at a large state university. Through 4-hour monthly meetings, the project sought to enhance K-12 teachers' understanding of national and international cultures and promote cultural tolerance. It also worked to enhance international students' understanding of the United States and of global intercultural issues. Meetings involved large and small group discussions of specific topics. A survey of past and current participants was conducted during the project's fifth year. Results indicated that LATTICE positively changed teachers' beliefs and classroom practices. Access to intercultural resources and frequent and varied communication channels (e.g., e-mail, monthly meetings, small and large group discussions, and formal and informal opportunities to interact with people from other cultures) all contributed to the changes in teachers' beliefs and practices. Appended are participant questionnaires used in the study. (Contains 21 bibliographic references.) (SM)

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RUNNING HEAD: Multicultural transformations

Multicultural transformations through LATTICE: An evaluation of a model of professional development for teachers

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Abstract

The increasing diversity among K-12 students in the US is drawing attention to the necessity of preparing teachers to work in diverse cultural settings. However, efforts at preparing pre- and in-service teachers to teach for diversity and work in diverse settings have been fragmented, short term, and resulted in a tendency to portray cultures in superficial terms. This paper reports on a five-year in-service teacher professional development project (LATTICE – Linking all types of teachers with intercultural education) involving K-12 public school teachers and international graduate students at a large state university. Through monthly meetings, the project sought to enhance K-12 teachers' understanding of national and international cultures. We report on LATTICE's impact on teachers' beliefs and practices. A survey of past and current participants was conducted during the fifth year of the project. Results suggest that the project changed teachers' beliefs and classroom practices. Access to intercultural resources, frequent and varied communication channels (e-mail, monthly meetings, small and large group discussions, and formal and informal opportunities to interact with people from other cultures) all contributed to the changes in teachers' beliefs and practices. We discuss these changes in terms of designing powerful learning environments for teacher professional development and present LATTICE as a model that could also be adapted in other settings.

MULTICULTURAL TRANSFORMATIONS THROUGH LATTICE: AN EVALUATION OF A MODEL OF PROFESSIONAL DEVELOPMENT FOR TEACHERS

Introduction

There has been a large increase in the number of students from minority cultures in United States' K-12 classrooms over the last century, as reflected in the changing demographics of the last one hundred years (Evans, Torrey & Newton, 1997). Consequently, the problem of teaching 'other people's children', as termed by Delpit (1987), is endemic to an immigrant society such as the United States (Conway, Goodell, Carl, in press). The projections for the first few decades of the 21st century predict that this diversity will increase even further (Ball, 2000). Therefore, US students today need to experience multicultural education in order to be able to participate socially, politically, and economically in an increasingly multicultural society (Gibson & Follo, 1998; Sleeter & Grant, 1988; Williams-Carter, 1999). However, many teachers in the USA have not had sufficient training or background in multicultural education (Zeichner, Grant, Gay, Gillette, Valli & Villegas, 1998). In a survey that was conducted in 1994, only 19 states (37.3%) required prospective teachers to take courses in multicultural education in order to obtain teacher certification (Evans, Torrey & Newton, 1997). What is even more worrisome, according to some commentators, is that even though the students in schools are increasingly more diverse, the majority of their teachers continue to be white, female, and of Caucasian descent (Garmon, 1996; Zeichner, 1999). These demographic patterns lead Rego and Nieto (2000) to ask: "how can teachers who have had little personal or direct experience with ethnic and other differences learn to value and affirm the diversity of their students?....What specific information do teachers need to learn to be effective with a diverse group of students?" (p.413). For this reason, this paper attempts to extend this question beyond information-only focus, and ask what types of professional development experiences do teachers need to understand and teach an increasingly diverse US student population.

School districts sometimes try to compensate for their teacher's lack of multicultural experiences, skills and knowledge by organizing workshops, or one-shot professional development sessions to promote multicultural education among teachers. However, such sessions are inadequate and are ineffective in promoting multiculturalism and multicultural skills among teachers (Holtschlag, 2000). This is supported by research that has shown that workshops of short length, such as one-day professional development workshops, have very small or no impact on both teachers' beliefs and practices (Grant & Secada, 1990).

Courses in multicultural education are not sufficient for promoting multiculturalism in the classroom either (Garibaldi, 1992; Haberman & Post, 1998). Even if some colleges do include coursework in multicultural education, this does not say much about how the course were taught, how the students understood the material, and their dispositions to teach multiculturally in the future (Zeichner 1999). This is because such courses have typically been considered as 'add-ons' to teacher education programs, without making the effort to integrate them with other courses. As a result, many teachers teach about minorities and other cultures in a sporadic and fragmented manner. For example, according to Williams-Carter (1999),

> Many teachers only teach about the contribution of African Americans in February. Therefore, students are being taught about African Americans in a fragmented manner. During the month of February, teachers usually display

> pictures of famous African Americans. When the next month begins, the pictures are no longer displayed until the next year (p.7).

This sporadic exposure to other cultures, in the form of celebrations, special events, or one-time presentations and workshops is not sufficient for the promotion of diversity and multiculturalism (Zeichner, Grant, Gay, Gillette, Valli & Villegas, 1998). Rather, as Merryfield (2000) claims, "It is the interrelationships across identity, power and experience that lead to a consciousness of other perspectives and a recognition of multiple realities" (p.440).

However, when compared to the activities mentioned above, LATTICE is very different. Rather than one-shot workshops and superficial focus on cultures' fabrics, flags, and foods, LATTICE adopted longitudinal approach that facilitated more in-depth understanding of cultural issues. Furthermore, LATTICE is also different from typical, multi-cultural education initiatives in the US (either at the pre- or the in-service level) that concentrate on national multi-cultural issues and concerns. LATTICE is an in-service multi-cultural teacher education initiative that addresses many of the concerns expressed in contemporary literature on multi-cultural teacher education in the US. These concerns are addressed through the interrelationships across "identity, power, and experience" in the context of a long-term international intercultural professional development initiative. As such, it is distinctive because of its deliberate international focus in its approach to multi-cultural teacher education in the USA.

LATTICE, which stands for 'Linking All Types of Teachers to International Cross-Cultural Education' is an initiative that has been bringing together Michigan public school teachers, international students and internationally oriented faculty from Michigan State University for five consecutive academic years on a monthly basis. The purpose of this project is not only to promote cultural tolerance and awareness for the participants, but also the refinement of a multicultural model of in-service teacher education. The LATTICE project has involved both nationals (K-12 teachers and administrators, and university personnel) and internationals (international graduate students and visiting scholars from 39 countries). However, the focus of this paper is on the impact of the project on the US teachers. Although this paper situates the LATTICE project within the US literature on multi-cultural education, we want to note what we view as the limited scope of conventional multi-cultural curricula in US schools and colleges of education. The LATTICE project significantly departs from such approaches to multi-cultural teacher education, due to its deliberate international intercultural focus.

In summary, the evaluation that we report in this paper, focuses on a five-year long international intercultural education project based at Michigan State University, in the USA. The project was originated, primarily, to enhance the international intercultural understandings of local public school teachers. A secondary reason for which the project was initiated, was to enhance the understanding that internationals have of the USA, and of global intercultural issues. So this paper addresses the efficacy of LATTICE as a teacher professional in-service development project and discusses its potential as a model for teacher intercultural education. As such, we think the professional development model – LATTICE – has potential both in other parts of the US and in other countries where internationals and nationals can gather regularly to address cultural issues. While the challenges of preparing teachers to teach in a diverse society are particularly evident in the USA, the teacher professional development issues we address in this paper may be relevant in many other countries grappling with similar concerns.

Professional development context: "Collaborative-outreach"

Origin and design of LATTICE

The LATTICE project was initiated in 1995 from the seed idea of a local retired school principal, who had previous involvement with the Michigan State University's College faculty on various projects. She approached the leadership of the MSU College of Education's Office of International Studies with the idea for what we know call LATTICE. Over the following months, a series of meetings were held in which potential partners, school district and university-based individuals were involved in the initial goal setting and resource solicitation for the project. Consequently, within a few months, the initial project development was supported by three Michigan State University National Resource Centers for International and Foreign Language Studies (Title VI centers: African Studies Center, Center for Latin American and Caribbean Studies, Center for Advanced Studies in International Development). This was a unique opportunity to participate in a collaboratively designed longitudinal collaborative-outreach program which involved K-12 educator from three local school districts. The term "collaborative-outreach" is deliberately used to convey the partnership nature of LATTICE, in which a local school district and various university offices came together to design a project with an in-built collaborative and consultative decision-making set of structures. Thus, the project is not described as a university outreach project in its conventional sense. Rather we want to highlight the origin of the LATTICE idea as coming from outside the university, and which also includes the responsiveness of the various university offices and centers to this idea.

The initial project goals of LATTICE focused primarily on enhancing K-12 teachers understanding of national and international cultures. This did not include designing curricular materials for an explicit classroom impact since the planning team noted that that was not an immediate priority. However, during the fourth and fifth years of the project, greater attention was paid to making connections with teachers' classroom practice.

The nine four-hour sessions in each academic year provide a forum in which international professionals and international graduate students interact around well constructed monthly programs with twenty K-12 educators. These sessions, which are discussed in the following section, allow for international professionals with expertise in teacher education to develop professional and personal relationships with an understanding of issues confronting teachers as they seek to infuse international and inter-cultural material into their teaching. Systematic planning for the nine sessions during each academic year has allowed for the development of a firm attitudinal commitment to international/inter-cultural themes as central to the American classroom, while concurrently assisting educators in constructing knowledge and expertise necessary for converting this commitment into substantive classroom practice. For academics committed to both international/area studies and to teacher education, LATTICE provides a model which can be adapted locally and nationally as an effective collaborative outreach tool.

LATTICE monthly session format

The actual format of the four-hour LATTICE monthly meetings is as follows: at the beginning of each session, a topic is presented which is aimed at triggering discussion between the participants. The topics may range from how each of us have experienced racism, to how death is dealt with in different schools, in different countries, or cultures. Other topics that have been discussed during the LATTICE sessions, have

been 'A sense of home and identity', 'The walls of India', 'Introduction to Zulu basket-making', and 'Behind the Iron curtain'.

Typically, at the end of each presentation, small group discussions take place that focus on assigned provocative questions that are related to the topic that has been presented. These discussions tend to be very animated since most or all participants share their personal experiences and insights from the perspective of their home culture(s). Typically, the experiences vary greatly within each group. The reason is because special attention is paid so that the members of each group are as diverse as possible. This includes people that are from different countries, continents, races, as well as international graduate students, university personnel, teachers and principals. In addition, the groups within each table are different every week so that everyone can get as much exposure to the varied cultures that are represented by the LATTICE group participants.

After the small group discussions a food break takes place. Since food is a distinct characteristic of each culture, in the middle of each session, there is an international food break. For each session, different people volunteer to bring food from their culture, while they also describe what is the meaning of each item they brought. The food might be related to certain holidays, special occasions such as weddings and birthdays, etc. Therefore, these descriptions are another indirect way in which you can learn from each other's cultures.

After the food break, all LATTICE members regroup, and a representative of each of the small groups shares some of the most intriguing conversations that took place in their groups. That is a way of learning about what discussions took place in the other tables without being too repetitious. At the end of each session, a two-minute survey is passed out where participants can provide information on what they have learned from each session, as well as what other topics they would like to discuss in future sessions. This allows LATTICE to be based on the interests of all members of the group.

However, LATTICE extends far beyond the conversations that take place during the monthly sessions. For example, there are many cases in which teachers want to share their experiences about other cultures to their students. In this case, many of the LATTICE teachers invite international students to their classrooms. These Michigan State University students present their countries, culture and customs to these students. Learning about other countries is always much more interesting once you can put a face or some personal stories within that country's context. In this context, LATTICE is an excellent opportunity to coordinate resources that are available in our community.

Methods

The primary basis of the LATTICE evaluation was a questionnaire administered to all the current and past LATTICE participants in April 2000. The questionnaire, which was both field tested and piloted, was first administered to all the participants that attended the LATTICE session of April 20th, 2000, which was at the end of the fifth year of the project. The questionnaires were also mailed to the rest of the LATTICE members during that same month. In order to increase the response rate, a reminder, as well as an electronic copy of the questionnaire was sent by e-mail to the participants in June. Finally, mailed questionnaires were sent to the participants that had still not responded in July.

Overall, 66 LATTICE participants responded to the survey. This was a 50% response rate, which is satisfactory considering that this was in part, a mail survey. Twenty-one of the respondents were male and forty-five were female. In addition, 21

international LATTICE members responded representing 31.8% of respondents. In addition, 48.5% of the respondents were teachers, 6.1% were principals, 9.1% were K-12 administrators, 9.1% were non-teaching personnel, and another 16.7% of the sample consisted of University personnel.

Of the 132 non-respondents, the 42% were international students that had returned back to their home countries. It is possible that the questionnaires might have been lost in the mail, or that these individuals have changed their home address. However, there is no reason to believe that the non-respondents were in any way different from the international students that did respond to the questionnaire. The two research questions that we addressed in the analyses were:

a) What is the overall impact of the project on teachers and on their teaching practices?

b) What aspects of the program account for its impact?

Results

Impact of project on teachers

Due to LATTICE, many positive changes have occurred in the personal and professional lives of its teacher participants, as shown in Table 1. For example, 90.0% of the teacher participants reported that they had some or a lot of change in their thinking about international issues. Another 80.6% of the same participants reported that they had some or a lot of change in their thinking about US issues. In addition, 73.3% of the LATTICE teacher participants reported that they had some or a lot of change in their ease of communication with people from other countries, while 67.8% also reported some or a lot of change has occurred for them on a personal level. It is possible that all of these factors might have finally influenced their teaching practices as well, since 67.7% reported that they had some or a lot of change in their teaching practice due to LATTICE.

Table 1. Changes due to LATTICE

	No change (%)	Very little change (%)	Some Change (%)	A lot of change (%)
Changes in your teaching practice	9.7	22.6	48.4	19.3
Changes in your thinking about international issues	6.5	3.2	38.7	51.6
Changes in your thinking about U.S. issues	6.5	12.9	54.8	25.8
Changes on a personal level	12.9	19.4	32.3	35.5
Ease of communication with people from other countries	10.0	16.7	43.3	30.0

Overall, LATTICE was very effective in exposing its members to multicultural/international issues. Table 2 shows that 93.6% of the participants agreed that their participation in LATTICE has helped them know more about the inequities in different regions of the world. Another 86.6% agreed that that their participation in LATTICE has helped them know more about poverty in different regions of the world, 83.4% agreed that that their participation in LATTICE has helped them know more about racism and prejudice in various cultures, 86.7% learned more about various conflicts in various cultures, and another 66.8% learned more about customs around the world.

Table 2. Exposure to multicultural/ international issues

	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
My participation in LATTICE has helped my understanding the media (newspaper and television reports) better.	0.0	17.2	75.9	6.9
My participation in LATTICE has helped me know more about the inequities in different regions of the world	0.0	6.5	45.2	48.4
My participation in LATTICE has helped me learn more about poverty in different regions of the world	0.0	13.3	53.3	33.3
My participation in LATTICE has helped me learn more about racism and prejudice in various cultures	0.0	16.7	56.7	26.7
My participation in LATTICE has helped me learn about various conflicts around the world	0.0	13.3	60.0	26.7
My participation in LATTICE has helped me learn more about customs around the world	0.0	3.2	18.4	48.4

Table 3 describes the way in which teachers rated the personal level value that the various aspects of LATTICE had on them. The aspect that was rated by the largest amount of teachers as very valuable, was interacting with people from different cultures. This was selected by 87.1% of the teachers as a very valuable aspect. An equal amount of teachers stated that the opportunity to learn about other cultures was also selected as a very valuable aspect of the LATTICE project. Another 76.7% stated that the aspect of reducing stereotypes was very valuable for them on a personal level. Other aspects that were also very valuable for the teacher participants, was becoming more aware of current and international issues (61.3%), the opportunity to make new friends (58.1%), and the opportunity to interact with teachers (45.2).

Table 3. Personal level opportunities for teachers

***On a personal level*, please rate the value of the various aspects of LATTICE listed below.**	Not valuable (%)	Valuable (%)	Very valuable (%)
The opportunity to interact with people from other countries	0.0	12.9	87.1
The opportunity to interact with teachers	3.2	51.6	45.2
The opportunity to learn more about other cultures	0.0	12.9	87.1
The opportunity to make new friends	6.5	48.4	58.1
The opportunity to become more aware of current international issues	0.0	38.7	61.3
Reducing stereotypes about certain cultures	0.0	23.3	76.7

Table 4. Classroom level benefits

	Strongly disagree (%)	Disagree (%)	Agree (%)	Strongly Agree (%)
Through LATTICE I have been able to obtain classroom resources.	4.0	16.0	48.0	32.0
Through LATTICE I have been able to invite international guest speakers	8.3	12.5	37.5	41.7
Through LATTICE I have been able to inform my students about current international issues.	10.0	60.0	30.0	10.0
Through LATTICE I have helped my students become more aware of other cultures	0.0	4.0	52.0	44.0
My participation in LATTICE has helped my ability to teach about other cultures	0.0	4.0	48.0	48.0

A more concrete way of establishing the success of the LATTICE project is by determining the multicultural activities that take place in the classrooms due to LATTICE, as shown in table 4. Because of LATTICE, 78.0% of the teachers reported that through LATTICE they were able to obtain classroom resources, while another 79.2% were able to invite international guest speakers to their classrooms. Forty percent of the teachers were able to inform their students about international issues, and 96.0% reported that they were able to help their students become more aware of other cultures. Finally, 96.0% of the LATTICE participants reported that their participation in LATTICE has helped their ability to teach about other cultures.

What aspects of the program account for its impact?

What are the characteristics of the project that have accounted for its success? As shown in table 5, 94.0% of the LATTICE participants placed a lot of value to the number of international students that were involved in the project. This reflects the great need that is placed by teachers for the need for exposure to international and multicultural people and issues. In addition, 87.5% of the teacher participants placed a lot of value on the small group discussions that take place during the meetings. The activities of sharing food, and invited speakers were also very valuable activities for the teacher participants, since 78.1% of them listed both of these activities as activities of a lot of value. The activity to which the least number of teachers reported as valuable were the "two-minute learning surveys", to which only 37.0% of the teachers considered as having a lot of value. This was expected, however, since the "two-minute learning surveys" are only used by the members of the planning committee as a feedback mechanism on each session. In addition, only 50.0% of the teacher participants considered the LATTICE web-page as having a lot of value.

Another 45.2% of the LATTICE teacher participants reported that due to the project they made long-term international friends, while another 77.4% reported that due

to this project they made international acquaintances. In addition, another 90.3% of the LATTICE teachers reported that they shared LATTICE experiences with others.

Table 5. Value of LATTICE activities

	No value (%)	Very little value (%)	Some value (%)	A lot of value (%)
a. E-mail messages	0.0	0.0	28.6	71.4
b. Frequency of meetings	0.0	0	25.0	75.0
c. Length of meetings	0.0	6.3	28.1	64.6
d. Invited speakers	0.0	9.4	12.5	78.1
e. LATTICE potluck dinners	0.0	0.0	29.6	70.4
f. Sharing food	0.0	3.1	18.8	78.1
g. Small group discussion	0.0	0.0	12.5	87.5
h. Large group discussion	0.0	9.7	22.6	67.7
i. Money stipend for students	6.3	6.3	18.8	68.8
j. Number of international students involved	0.0	0.0	6.3	93.8
k. The 2-minute learning surveys	7.4	3.7	51.9	37.0
l. The LATTICE web-page	6.3	12.5	31.3	50.0
m. The "Connections to Practice" section of the LATTICE meetings	0.0	4.5	31.8	63.6

Inferential statistics

An Analysis of Variance (ANOVA) was performed to determine if there were significant differences in the way in which LATTICE has influenced its participants. However, the results of the ANOVA showed that even though the evaluation results were positive, there was very little variance in terms of the amount of influence that the project had on its various types of participants. For example, there were no significant differences in terms of the effects that LATTICE had on its teacher participants, as opposed to its non-teacher participants. In addition, the international students that participated in the project benefited from it approximately equally as much as the teacher participants, since no significant differences were found between those two groups in any of the variables that were used in the analysis. This shows that LATTICE can benefit both, individuals who have had a lot of exposure to other cultures and customs, as well as other individuals that have had a lot less experience in international and multicultural issues.

In summary, LATTICE had impacted teachers at both a personal and professional level. At a personal level, the teachers had the opportunity to learn more about other countries and cultures, as well as the opportunity to make international

friends. At a professional level, the most valuable effect for teachers, was that they had the opportunity to obtain resources for their classrooms such as international students that could come and talk about their home countries and cultures, sometimes over an extended period of time rather than on a one-shot basis. Thus, the project had an identifiable positive impact on teachers as hoped for by the project planners. Our analysis also highlights key dimensions of the project that contributed to these desirable changes among teachers, such as varied channels of communication, access to intercultural resources, opportunity to develop relationships with internationals over time, and insightful presentations on intercultural issues by invited speakers.

Conclusion

Impact

Overall, this study has shown that LATTICE has had a positive influence on its participants who were teachers teaching in schools in the USA. However, these results have also shown very little variability among its participants. For this reason, no significant differences were found between the influence that LATTICE has had on its teacher participants, as opposed to its participants that were not teachers. Consequently, all participating members of LATTICE benefited positively from the project, regardless of if they were teachers, non-teaching personnel, or international students.

On what basis can we conclude that LATTICE had a very positive influence on its teacher participants? This conclusion can be reached by the fact that these teachers have reported changes due to LATTICE, not only on a personal level, but on their teaching practices as well. This is even more encouraging due to the fact that the majority of the teachers that participate in LATTICE chose to do so voluntarily for more than a single year. More specifically, the average participation length of teachers in the LATTICE group is 2.4 years. This shows that LATTICE is a project that is much more than a single workshop that lasts for a few hours. In addition, it is also much more than a course requirement since it lasts for more than a semester. What makes its impact even stronger, is that the participants volunteered to participate in these meetings, in contrast to professional development initiatives that are mandatory by various school districts.

LATTICE as a model for professional development

Some of the aspects of the program that have been especially valuable for its success, include the many international students that come to the meetings, along with the opportunities that exist for small group discussions on the topics that are discussed in each session. These discussions allow the participants to exchange views and stories with each other, without being intimidated of speaking in front of a larger audience. In addition, the results of this study have shown that the international students provide valuable opportunities for exposure to other countries and cultures, as well as valuable opportunities for making new friends, as well as obtaining classroom resources from them. For all of these reasons, LATTICE might be a useful way of compensating for the small number of opportunities that many teachers and students have, in terms of exposure to other cultures. For teachers committed to both international/area studies and to teacher education, LATTICE provides a model that can be adopted nationally as an effective collaborative outreach tool.

Based on the impact of the LATTICE project, we think that there are lessons to be learned in terms of designing powerful learning environments for teacher professional development. So, what are the design features that we view as critical in the LATTICE project? Among the most salient are: the consultative decision-making planning process

for monthly sessions with in-built feedback mechanism (i.e. Two minute learning survey); the varied communication channels and their frequent use; the long-term voluntary participation by both teachers and internationals; district and university financial and personnel support; the balance between small and large group formats in the monthly sessions; and the evolving and collaboratively intercultural curriculum addressed in the sessions over the last five years.

How do these contributing factors relate to the broader concern of teacher professional development? A key condition of the LATTICE project that contributed to change in beliefs and practices, as identified by teachers, was the varied channels of communication that facilitated the development of long-term relationships and the identification of and access to intercultural resources. We interpret this in terms of LATTICE effectiveness in fostering what Fullan (1991) calls "sustained interactivity". Fullan views sustained interactivity as a basic feature of change oriented educational cultures.

In this paper, we have relied on survey data from the fifth year of the project upon which to make our claims about the impact and potential for presenting LATTICE as a powerful learning environment for teacher professional development. The overwhelmingly positive impact on teacher beliefs, and the significant impact of LATTICE on practice are noteworthy, in particular, because few professional development initiatives are powerful enough to impact teachers beliefs and practices in the area of multi-culturalism. We think LATTICE holds particular promise as a professional development model where nationals and internationals – in our increasingly diverse world – can gather together primarily face-to-face, but not to the exclusion of on-line communication, in order to discuss cultural issues over time, in-depth, and in sustained relationships. The challenge of teaching other people's children is likely to increase in many countries, with over 150 million refugees or immigrants in the world at any one time, according to the International Organization for Migration (2000). This makes the need for LATTICE-like projects even more urgent, since among this large group of migrants are school-age children and adolescents in need of teachers who have considerable understanding of other people's cultures, and who have access to intercultural resources.

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Appendix A

Questionnaire

9/30/2000

Dear current and past LATTICE participants,

LATTICE is in its fifth year and the planning committee is interested in evaluating the overall impact of the project to date on all involved. We hope you will take the time to participate in this evaluation survey of LATTICE. The planning team has been working with Paul Conway and Elena Papanastasiou over the last semester to develop the attached survey. Paul is from Ireland, a faculty member in the College of Education at Cleveland State University, a former LATTICE participant and planning team member, and was a researcher with LATTICE project during its second year. Elena is from Cyprus, a current LATTICE member, and doctoral student in the College of Education. Completion of the survey will take about 15-20 minutes. The planning team hopes to use the survey results to further develop LATTICE.

We hope to send a summary of the survey results to all current and past LATTICE participants by early Fall 2000.

Sally McClintock

LATTICE Project Leader

Dr. Jack Schwille

Professor and Assistant Dean
for International Studies in Education

LATTICE Questionnaire Consent Form

February 18, 2000

You are invited to participate in the study "LATTICE project evaluation". This study is designed to shed light on how teachers, university personnel, school administrators, and international students international perspectives' and related work practices have developed through participation in the LATTICE project. As part of the study, we would like to ask you to complete a 15-20 minute survey, about your experiences as a LATTICE project participant. We are using this brief questionnaire to develop an understanding of the overall impact of LATTICE over the last five years on both past and present project participants.

We want to clearly state that your participation in this study is completely voluntary. You can refuse to answer any question as well as stop participating in the study at any time. If at any point during the study you wish to discontinue, the information collected will not be used in the analysis and results of this project.

To ensure confidentiality, the names of the teachers or their school affiliation will not be used in any reports of this study. Every effort will also be made to protect the confidentiality of information to the maximum extent allowable by law. All materials will be kept in a secure and locked location. Pseudonyms will be used to and disguise personal identifiers in any written reports, publications, and presentations.
If you have any questions about the study, feel free to contact us.

Elena Papanastasiou
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Paul Conway,
1443 Rhodes Tower,
College of Education,
Cleveland State University,
Cleveland OH, 44114.
(216) 523-7127

If you have any concerns about the protection of participants in this research, you may also contact:

David E. Wright, IRB Chairperson
246 Administration Building,
Michigan State University
East Lansing, MI 48824-1046
(517) 355-2180

Name (Please print): _____ Date: _____

Signature: _____

LATTICE Participant Questionnaire Spring 2000

As part of learning more about how present and past LATTICE participants think about their participation in the monthly sessions and about other LATTICE-related interactions we are asking you to respond to a series of questions. Thank you for taking the time to reflect on your LATTICE experience.

Please circle or fill in the options that apply to you

Name: _____

1. Gender :
   a) Male
   b) Female

2. Circle all the years in which you participated in LATTICE
   a) 1995/96
   b) 1996/97
   c) 1997/98
   d) 1998/99
   e) 1999/2000

3. Are you a current LATTICE participant?
   a) Yes
   b) No

4. What is/was your association with LATTICE? **CIRCLE ALL THAT APPLY**

   a) International student
   b) Teacher
   c) Principal
   d) School district administrator
   e) Non-teaching school personnel (e.g. librarian)
   f) University personnel
   g) LATTICE planning team member
   h) US citizen

5. Prior to your participation in LATTICE, what had your international/intercultural experiences been? **CIRCLE ALL THAT APPLY**
   a) Vacationed in another country
   b) Worked abroad
   c) Studied abroad
   d) Had long-term international friends
   e) Had international acquaintances
   f) Had no international/intercultural experiences
   g) OTHER: _____

6. From which of the following sources did you originally hear about LATTICE? **(CIRCLE ALL THAT APPLY)**

a) Teacher
b) Planning team member
c) School principal
d) School district personnel
e) International student
f) Electronic listserves (e.g. EGSO, INT-ED)
g) OTHER: _____
h) Not applicable

7. Please rate the importance of various *reasons that attracted you* to become involved in LATTICE?

	Not Important	Important	Very important	Not applicable
The opportunity to interact with international students	A	B	C	D
The opportunity to interact with other teachers	A	B	C	D
The opportunity to learn more about other cultures	A	B	C	D
The opportunity to make new friends	A	B	C	D
The opportunity for professional development	A	B	C	D
Teacher release time	A	B	C	D

8. Please rate the *importance of various LATTICE activities* that have helped you develop an international perspective

	Not Important	Important	Very important	Not applicable
Travelling abroad with LATTICE	A	B	C	D
The small group discussions during LATTICE	A	B	C	D
The large group discussions during LATTICE	A	B	C	D
Interaction with internationals as resource people	A	B	C	D
Watching videos about multicultural issues	A	B	C	D
Listening to personal experiences of people from other countries	A	B	C	D

9. *On a personal level*, please rate the value of the various aspects of LATTICE listed below.

	Not valuable	Valuable	Very valuable	Not applicable
The opportunity to interact with people from other countries	A	B	C	D
The opportunity to interact with teachers	A	B	C	D
The opportunity to learn more about other cultures	A	B	C	D
The opportunity to make new friends	A	B	C	D
The opportunity to become more aware of current international issues	A	B	C	D
Reducing stereotypes about certain cultures	A	B	C	D

10. To what extent do you think you have or have not changed from being involved in LATTICE in the following areas?

	No change	Very little change	Some change	A lot of change	Not applicable
Changes in your teaching practice	A	B	C	D	E
Changes in your use of technology	A	B	C	D	E
Changes in your thinking about international issues	A	B	C	D	E
Changes in your thinking about U.S. issues	A	B	C	D	E
Changes on a personal level	A	B	C	D	E
Ease of communication with people from other countries	A	B	C	D	E

11. List **up to five** of the most memorable sessions/events in which you have participated. (See attached list on page **10**. However, you may list events or incidents not included in p. **10**).

(1) _____
(2) _____
(3) _____
(4) _____
(5) _____

12. Circle the extent of your agreement to the following statements

	Strongly disagree	Disagree	Agree	Strongly Agree
My participation in LATTICE has helped me understanding the media (newspaper and television reports) better.	A	B	C	D
My participation in LATTICE has helped me know more about the inequities in different regions of the world	A	B	C	D
My participation in LATTICE has helped me learn more about poverty in different regions of the world	A	B	C	D
My participation in LATTICE has helped me learn more about racism and prejudice in various cultures	A	B	C	D
My participation in LATTICE has helped me learn about various conflicts around the world	A	B	C	D
My participation in LATTICE has helped me learn more about customs around the world	A	B	C	D

13. Due to your participation in LATTICE, which of the following international/ intercultural experiences have taken place? **CIRCLE ALL THAT APPLY**

a) Vacationed in another country
b) Lived abroad
c) Studied abroad
d) Worked abroad
e) Developed long-term international friendships
f) Made international acquaintances
g) Shared LATTICE experiences with people that do not participate in LATTICE

14. Were you involved in any internationally oriented project through your LATTICE experience?

a) Yes **Continue**
b) No **Go to question 15**

14a. Title of project:

_____

14b. Duration of project (in days):

_____

14c. Description of project *and* the influence of LATTICE on this project:

_____
_____
_____
_____
_____
_____
_____

15. What types of access to technology do you currently have? **CIRCLE ALL THAT APPLY**

a) Technological access through the school district
b) E-mail access through the school district
c) Technological access at home
d) E-mail access at home
e) Technology access at the University
f) E-mail access at the University

16. In what ways has the contribution of technology made to your involvement in LATTICE? **CIRCLE ALL THAT APPLY**

a) Sustaining your interest in LATTICE
b) Helping you engage in internationally oriented units/projects in you teaching
c) Communicate with other LATTICE members
d) Obtain information about other countries/cultures
e) Information about internationally-oriented public events/opportunities

17. I would recommend LATTICE to others as a professional development activity

Strongly disagree Disagree Agree Strongly Agree

18. Please rate the value of each of the following activities that are part of LATTICE using the following scale:

	No value	Very little value	Some value	A lot of value	Not applicable
18a. E-mail messages	A	B	C	D	E
18b. Frequency of meetings	A	B	C	D	E
18c. Length of meetings	A	B	C	D	E
18d. Invited speakers	A	B	C	D	E
18e. LATTICE potluck dinners	A	B	C	D	E
18f. Sharing food	A	B	C	D	E
18g. Small group discussion	A	B	C	D	E
18h. Large group discussion	A	B	C	D	E
18i. Money stipend for students	A	B	C	D	E
18j. Number of international students involved	A	B	C	D	E
18k. The 2-minute learning surveys	A	B	C	D	E
18l. The LATTICE web-page	A	B	C	D	E
18m. The "Connections to Practice" section of the LATTICE meetings	A	B	C	D	E

19. The following question is in reference to the old or new LATTICE members that you interact with most frequently about international issues *outside* of the LATTICE sessions, by using any means (i.e. phone, face-to-face, e-mail).

19a Please provide the full name of the LATTICE members that you interact with the most *about international issues*	19b Please state whether the individual you mentioned in **19a** is an international student or an American citizen.	19c How many times per month do you interact with each individual?	19d In what ways do you communicate with each individual?

THIS PAGE IS FOR INTERNATIONALS ONLY

20.

	Strongly disagree	Disagree	Agree	Strongly Agree
LATTICE or LATTICE-like projects could contribute to developing a greater understanding of other cultures among people in MY home country?	A	B	C	D
LATTICE has helped me learn a lot about K-12 classrooms in the USA	A	B	C	D
I would like to initiate a LATTICE-like project in my home country	A	B	C	D
LATTICE has helped me understand some of the cultural traditions of the USA	A	B	C	D
LATTICE has helped me adjust to the USA	A	B	C	D
LATTICE has given me the opportunity to share my own home culture with other people	A	B	C	D
LATTICE has given me the opportunity to share my own home culture with K-12 students	A	B	C	D

THIS PAGE IS FOR DISTRICT PERSONNEL ONLY

21. LATTICE might contribute to future changes in my school

Strongly disagree Disagree Agree Strongly Agree

21a. Give an example?

_____
_____
_____

22. LATTTICE might contribute to future changes in my practice as an administrator.

Strongly disagree Disagree Agree Strongly Agree

22a. Give an example?

_____
_____
_____

23. What type of support is necessary in helping you engage in internationally oriented projects/units in your teaching? **CIRCLE ALL THAT APPLY**

a) school support
b) district support
c) university support
d) technological support
e) other support: _____

24. THIS PAGE IS FOR TEACHERS ONLY

	Strongly disagree	Disagree	Agree	Strongly Agree
Through LATTICE I have been able to obtain classroom resources.	A	B	C	D
Through LATTICE I have been able to invite international guest speakers	A	B	C	D
Through LATTICE I have been able to inform my students about current international issues.	A	B	C	D
Through LATTICE I have helped my students become more aware of other cultures	A	B	C	D
My participation in LATTICE has helped my ability to teach about other cultures	A	B	C	D

25. What type of support is necessary in helping you engage in internationally oriented projects/units in your teaching? (Circle all that apply)

a) school support
b) district support
c) university support
d) technological support
e) other support: _____

26. Would you like to participate in an interview (30–45 minutes) about your LATTICE experiences?

YES NO

If yes, please write your contact name, phone number and/or e-mail

Name: _____

Ph: _____

E-mail: _____

Finally, THANK YOU VERY MUCH on behalf of the LATTICE Planning Team for taking the time to complete this questionnaire. We look forward to collating and interpreting your responses and hope to send al current and former members a brief summary of the survey.

LATTICE Themes 1995-1999

1. Names: Hearing the stories and practicing the pronunciation
2. Film: Mississippi Masala
3. Hunger (An Experiential Presentation from CASID)
4. Storytelling with Margie Culver-Meyers
5. Masks in Zimbabwe
6. Marie Mayoya's story from Burundi
7. Politics and Elections (Thompson Kumbirai Tsodzo, Paul Conway, Vibha Bhalla and Qasim Al-Shannag)
8. Gender Issues in Education including the Chinese documentary "Small Happiness" and a presentation by Anne Njeri Mungai.
9. Birth Traditions and Stories (Qasim Al-Shannag)
10. Film: Bhaji on the Beach
11. Dispelling Stereotypes about Africa/John Metzler
12. Technology : a session in MSU College of Education Tech Center
13. Mardi Gras: a video presentation by Oumatie Marajh
14. Chege Githiora's presentation on language, linguistics and ebonics.
15. Joseph Downer's presentation about the African Diaspora and Identity
16. The Treatment of Death in Different Cultures - Dr. Ron Dorr
17. Walls - Berlin Wall with Maren Lutzner
18. Behind the Iron Curtain with Olga Kritskaya
19. The Walls of India with Vibha Bhalla
20. The Wailing Wall in Israel with Assaf Avni
21. "Qualities of Good Leaders" a Session with Thandi Mhlongo
22. "Teaching Higher Order Thinking Skills: The Need for Transformation of Teaching Practice" presented by Rajendran Nagappan
23. Multi-Racial Unity Project presented by Richard Thomas and Jeanne Gazel
24. Arab World and Islam: a presentation by Audrey Shabbaz
25. A Session about Stereotypes with Rudie Altamirano, Oumatie Marajh and Patricia Walters
26. East Lansing Elementary School Children's Choral Group and High School
27. Theatre Group communication with music and gestures.
28. Bopha! A Video with commentary by Manelisi Genge
29. Baseball - a session with Marcia Bobeda
30. Living and Studying in a Different Country: Lumka Phendla and Emily Bratton with their mothers plus LATTICE South Africa: Inauguration Report from Sally and Chinese New Year. Comments by Xu Qin.
31. Fulbright Group Reports on Summer Trip to South Africa
32. South African Student Visitors and Beth Lawrence with East Lansing High School Students
33. Quilts: A presentation by Chris Worland with introduction by Rob Glew
34. Introduction to Zulu basket-making from Ntomb'nkulu Ngubane and Sikhosiphi Nene.
35. Global Interdependence: a Presentation by John Metzler and Rob Glew
36. Focus on nutrition in early childhood by Dr. Robert Malina